



Gaffney Middle

805 East Frederick Street
Gaffney, South Carolina

Grades	6-8 Middle School	
Enrollment	684 Students	
Principal	Jean B. Brewington	864-902-3630
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

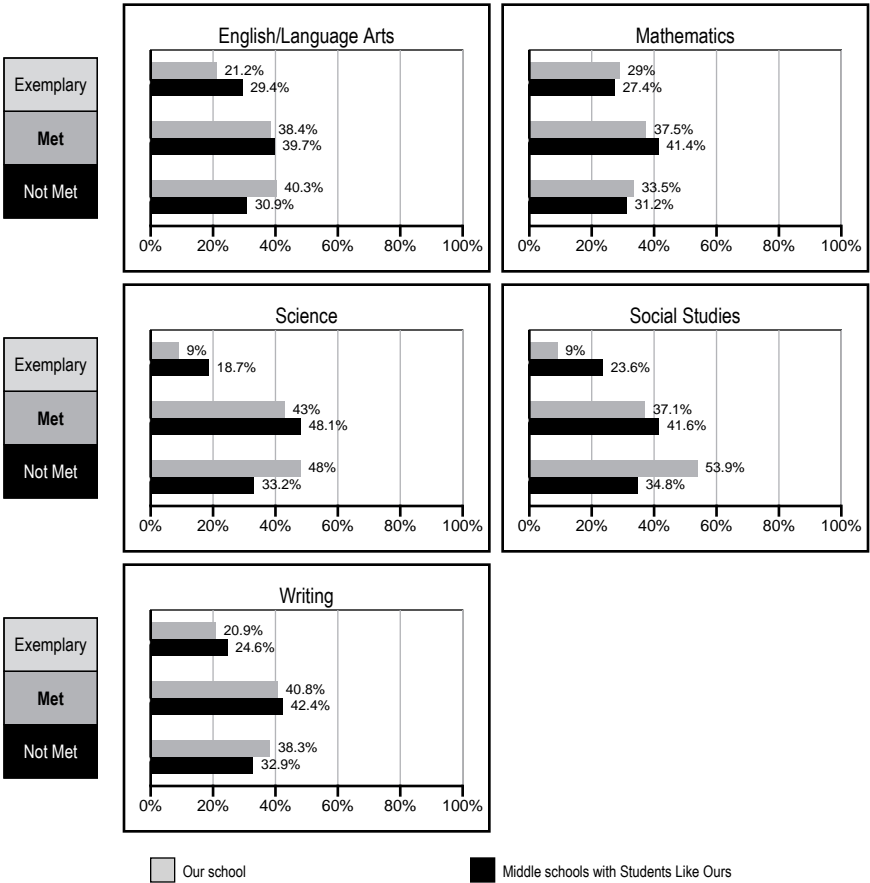
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	48	3	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.4%	97.0%
English 1	N/A	94.5%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	98.4%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=684)				
Students enrolled in high school credit courses (grades 7 & 8)	38.7%	Down from 51.7%	21.4%	21.6%
Retention rate	2.1%	Down from 2.4%	1.3%	1.2%
Attendance rate	96.1%	Up from 95.7%	95.7%	95.9%
Eligible for gifted and talented	17.1%	Down from 17.4%	15.9%	14.8%
With disabilities other than speech	8.4%	Up from 5.7%	14.2%	12.6%
Older than usual for grade	1.2%	Down from 2.9%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	41.5%	Down from 46.8%	55.6%	56.9%
Continuing contract teachers	82.9%	Up from 74.5%	76.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 5.4%	3.8%	5.3%
Teachers returning from previous year	82.5%	Down from 86.4%	84.4%	82.9%
Teacher attendance rate	96.0%	Up from 95.6%	95.3%	95.2%
Average teacher salary*	\$43,964	Up 4.0%	\$46,636	\$46,599
Professional development days/teacher	7.7 days	Down from 9.1 days	10.4 days	10.8 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 15.7 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.6%	Up from 89.5%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.5%	Up from 64.1%	97.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,122	Down 1.6%	\$7,553	\$7,645
Percent of expenditures for instruction**	64.6%	Up from 61.0%	64.3%	63.4%
Percent of expenditures for teacher salaries**	60.2%	Up from 57.9%	59.5%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Welcome to Gaffney Middle School where we all "Believe, Achieve and Succeed." The 2008-2009 school year was very successful and productive. Our students and teachers worked diligently to make learning exciting and authentic. By using the South Carolina academic standards and district curriculum, we provided lessons that were innovative and motivating. High expectations were held across all grade levels for students to achieve their best. Our administration recorded over 700 teacher observations this year. We were visited in the fall by the Southern Association of Colleges and Schools for a district-wide accreditation visit.

We have had great parental participation with parents attending parent - teacher conferences, Student of the Month lunches, athletic games, Chorus and Band concerts, Fine Arts Expo, Battle of the Brains, Field Day and many more activities. Parents have been supportive in several community service projects including Relay for Life and March of Dimes. We were recognized as the middle school raising the most money for the March of Dimes.

We are fortunate to have received a 21st Century Learning Community Grant to provide an after-school program to assist in meeting the academic, social, emotional and physical needs of qualifying students. Our teachers and staff are committed to students as evidenced by their willingness to work in the after-school programs.

We completed the second year of our four year South Carolina Reading Initiative grant. Our teachers have received extensive staff development in comprehensive reading and assessment in a bi-monthly study group provided by the literacy coach and administration. Appropriate literacy materials have been purchased for the classrooms, literacy center, and media center to implement a solid reading program.

Technology continues to increase in our instructional program. This past year, all classrooms were equipped with Activboards for interactive lessons. In addition, each classroom has a document camera, LCD projector and wireless laptop computer to use in the instructional program. We also provide our parents the opportunity to review their child's progress and attendance through the web-based program InTouch. Parents receive calls on a regular basis through our automated phone system, Alert Now, which notifies parents and students of events, assignments, and happenings in the classroom.

To tighten security and to have a record of our visitors, we have installed a new computer program with photo capabilities for all visitors to sign in and out.

At Gaffney Middle School, education is a team effort among students, parents, school faculty, and community. You are encouraged to come and visit our school to see firsthand how parent involvement, teacher dedication and industrious students make a successful school. You are invited to become part of our team to "Believe, Achieve and Succeed."

Jean B. Brewington, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	0	0
Percent satisfied with learning environment	88.2%	N/R	N/R
Percent satisfied with social and physical environment	91.2%	N/R	N/R
Percent satisfied with school-home relations	47.1%	N/R	N/R

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 22 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	669	99.9	40.2	38.4	21.4	68.5	78.1	82.8	Yes	Yes
Gender										
Male	320	99.7	44.3	36.6	19.1	66.2	74.5	79.3	N/A	N/A
Female	349	100	36.3	40.2	23.6	70.7	82	86.5	N/A	N/A
Racial/Ethnic Group										
White	349	100	23.4	44.7	31.8	82.3	83.3	89.5	Yes	Yes
African American	252	99.6	57.1	31.2	11.7	56.3	68.8	73.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	92.3	I/S	I/S
Hispanic	61	100	64.4	30.5	5.1	42.4	53	76.5	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	57	100	81.1	17	1.9	20.8	47.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	63.9	31.1	4.9	42.6	54.4	75.1	No	Yes
Socio-Economic Status										
Subsided meals	463	99.8	51.8	34.5	13.7	58.6	71.5	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	669	99.9	36.3	38.4	25.3	72.4	77.5	78.9	Yes	Yes
Gender										
Male	320	99.7	36.6	37.3	26.1	72.3	76	77	N/A	N/A
Female	349	100	36	39.6	24.5	72.5	79.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	349	100	21	42	36.9	85	83.3	87.2	Yes	Yes
African American	252	99.6	53.8	34.4	11.7	58.7	64.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	61	100	50.8	33.9	15.3	57.6	62.7	76	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	57	100	81.1	13.2	5.7	24.5	40.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	49.2	34.4	16.4	59	63.9	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	463	99.8	46.6	36.9	16.4	63.7	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	448	100	47.8	43	9.2	52.2	56.6	67.5
Gender								
Male	219	100	49.8	40.6	9.7	50.2	56.7	67
Female	229	100	45.9	45.4	8.7	54.1	56.4	68
Racial/Ethnic Group								
White	233	100	30.7	53.8	15.6	69.3	65.2	79.5
African American	172	100	66.3	31.4	2.4	33.7	37.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	84.3
Hispanic	39	100	65.8	31.6	2.6	34.2	40.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	37	100	85.7	11.4	2.9	14.3	23.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	40	100	66.7	30.8	2.6	33.3	38.2	59.6
Socio-Economic Status								
Subsided meals	312	100	60	35.3	4.7	40	47	55.1

Social Studies

All Students	451	100	53.9	37.1	9	46.1	58.5	72.3
Gender								
Male	210	100	51.2	36.6	12.2	48.8	58.2	71.5
Female	241	100	56.3	37.6	6.1	43.7	58.8	73.2
Racial/Ethnic Group								
White	228	100	37.5	47.7	14.8	62.5	65.8	80.7
African American	174	100	70.2	26.3	3.5	29.8	42.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	68.8	88.5
Hispanic	44	100	72.1	25.6	2.3	27.9	40.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	42	100	N/AV	N/AV	N/AV	13.2	33.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	46	100	N/AV	N/AV	N/AV	27.3	42.6	67.9
Socio-Economic Status								
Subsided meals	312	100	66	29.7	4.3	34	49.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	674	99.3	38.1	40.9	21	61.9	64.3	70.2	96.1	96.4
Gender										
Male	327	99.1	42.2	41.9	15.9	57.8	57.9	63.2	96.1	96.4
Female	347	99.4	34.2	39.9	25.8	65.8	70.9	77.5	96.2	96.5
Racial/Ethnic Group										
White	351	99.4	25.8	44.5	29.7	74.2	70.4	79.1	95.5	96.2
African American	254	98.8	49.8	38.6	11.6	50.2	51.6	57.6	96.6	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.2	86.2	97.6	98.2
Hispanic	62	100	59	31.1	9.8	41	43.9	62.6	97.1	97.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98.3	95.8
Disability Status										
Disabled	56	94.6	N/AV	N/AV	N/AV	10.2	18.7	26.1	94.9	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.5
English Proficiency										
Limited English Proficient	64	100	58.7	30.2	11.1	41.3	45.7	61.2	97.4	98
Socio-Economic Status										
Subsidized meals	426	99.1	49.9	37.7	12.4	50.1	55.1	58.9	95.8	96.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	240	99.6	41.7	32.2	26.1	58.3
	7	231	100	43.8	39.3	17	56.3
	8	198	100	34	45	20.9	66

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	240	99.6	33.9	32.2	33.9	66.1
	7	231	100	37.5	41.5	21	62.5
	8	198	100	37.7	42.4	19.9	62.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	100	48.7	43.6	7.7	51.3
	7	231	100	50	44.6	5.4	50
	8	96	100	41.5	38.3	20.2	58.5

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	44.2	47.8	8	55.8
	7	231	100	62.9	29.5	7.6	37.1
	8	102	100	44.3	42.3	13.4	55.7

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	242	99.2	40.2	35	24.8	59.8
	7	231	100	42	41.6	16.4	58
	8	201	98.5	31.1	47.2	21.8	68.9

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample